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Hints for Teachers

Edited by B. L. Ullman, University of Iowa

The aim of this department is to furnish high-school teachers of Latin with material which will be of direct and immediate help to them in the class-room. Teachers are requested to send questions about their teaching problems to B. L. Ullman, Iowa City, Iowa. Replies to such questions as appear to be of general interest will be published in this department. Others will, as far as possible, be answered by mail. Teachers are also asked to send to the same address short paragraphs dealing with teaching devices, methods, and materials which they have found helpful. These will be published with due credit if they seem useful to others.

Latin for English

In *School and Society*, XIV, 192 ff. (September 17, 1921), Professor W. L. Carr, of Oberlin College, publishes the paper on *First-year Latin and Growth in English Vocabulary* which interested so many teachers at the meeting of the Classical Association of the Middle West and South last spring. He gives the result of an investigation made by him to determine:

(1) To what extent the knowledge and training resulting from the study of Latin for one year appeared to aid in increasing the pupil's understanding of English words connected by derivation with Latin words presumably learned; and (2) Whether any such increased understanding of English words appeared to have developed automatically, or to have resulted from specific training in word analysis and derivation in connection with the work in Latin.

The study shows clearly that from September to May the Latin pupils in certain schools much more than doubled their ability to understand words of Latin origin while the no-Latin pupils gained but little. On the point of automatic transfer the tests seem to show that there was considerable gain in English even in those classes in which derivative work was somewhat slighted, but that the greatest gains occurred where this work had been stressed. Common-sense thinking leads to the same conclusion. We should listen neither to the person who says that in the past Latin has been valueless for English because we have failed to do derivative work nor to the person who says that there is no need for special attention to the matter. Clearly the best results will be gained by stressing derivative work.

The test which Professor Carr devised for the investigation has been revised and is now being given in a large number of schools under the auspices of the Advisory Committee of the American Classical League.

Parallels

According to a newspaper report, a bill was introduced in the Florida senate to limit lawyers' incomes to \$3,000 a year. An editorial in a leading newspaper attributes this action to envy. But perhaps, in the absence of details, we may guess that this restriction, applicable only to lawyers and

not to other classes, was due in some measure to the same thought that for a long time led the Romans to forbid their lawyers to take any fees at all. The *lex Cincia* dealing with this subject was passed in 204 B. C. But Roman laws, like our laws, had a way of being forgotten. So Augustus was forced to re-enact the Cincian law. Abuses became so flagrant later that in 47 A. D. a compromise measure was passed fixing \$400 as the legal maximum for fees. Tacitus (*Ann.* XI, 6) enumerates some of the arguments in favor of restriction: that fame was the best reward, that the noble profession of law was being disgraced by sordid considerations, that lawyers could no longer be trusted because of their interest in making money, that there would be fewer lawsuits if no one profited by them, that hatred was being encouraged to bring profit to the lawyers. Some of these assertions are familiar to us moderns. The chief of the opposing arguments was that no one could be expected to neglect his affairs to attend to the affairs of others.

Edward Bok expressed his preference for the small town over the large city. A writer in the Chicago *Daily News* calls this attitude a thoroughly classical doctrine. He quotes Horace's descriptions of conditions at Rome and at Tibur, and Tacitus' ascription of Agricola's good qualities to the fact that he was born in the provincial town of Marseilles.

Strictly speaking, this is not a parallel. But I cannot refrain from commenting on the report that an engineer has been appointed director of an advisory board on highway research in order to discover better methods of road-building. My suggestion, more or less seriously meant, is that a Roman archæologist be appointed as co-director to report on the Roman roads and their lessons for us. I recall a statement made at a roads congress a few years ago that Roman roads, as shown by a specimen of roadbed exhibited there, were as good as the best American roads.

Charades

Miss Marjorie Carpenter, of Stephens Junior College, Columbia, Mo., furnishes the following charades, which may be used at entertainments or in Latin clubs. They are based on the English pronunciation of the names, as should be made clear:

Catamantalœdis (cat, a man to lead us. Get a man to lead a song; we had the janitor lead with his brush).

Rhodanus (rode on us. Two girls carry a third pack-saddle).

Cæsar (see, czar. Some one with field glasses looks at another person dressed as czar).

Bibrax (bib, racks. Bib hanging on clothes rack).

Marius (marry us. Mock wedding).

Teachers will find it a simple matter to add to this list.

Latin Composition

Our present system of class instruction as contrasted with the earlier system of individual instruction owes its inception chiefly to reasons of

economy: it is obviously cheaper to teach 20 or 50 at a time than one at a time. But whenever teachers become discontented with the results of class teaching they inevitably turn to individual instruction as a remedy. Hence the "preceptorial systems," "laboratory methods," etc. When I consider the unusual difficulties of getting satisfactory results in Latin composition it is not surprising to me to recall that I have known several Latin teachers, in high school and college, including myself, who have taken refuge in individual instruction in composition. *Latin Notes* suggests that assignments for outside study consist of the vocabulary, forms and syntax involved in a given exercise but that the actual translation be done in school and discussed with the pupils individually. Record of the completed sentences may be kept by the teacher on individual "Laboratory Cards."